

Behaviour Policy

This policy applies to all pupils at Mayfield Preparatory School, including all pupils in the Early Years Foundation Stage.

Mayfield has a clear policy on the standards of behaviour that are expected of pupils, how these standards are to be provided and how unacceptable behaviour is tackled. Without a strong commitment to good discipline effective learning cannot take place.

In developing this policy, reference has been made to the DfE non-statutory advice 'Behaviour and Discipline in Schools (2017)' Reference has also been made to the Equality Act 2010, including issues related to pupils with special educational needs/disabilities. Individual cases are carefully considered and reasonable adjustments are made for these pupils.

The policy should provide a consistency of approach appropriate to the age of the pupil in order to encourage a positive attitude.

Mayfield should be a respectful, happy and safe place for pupils to play and learn.

Aims

- To promote self-esteem and concentrate on the positive aspects of behaviour.
- To promote the traditional morals of British Values that we expect at Mayfield
- To provide an environment for pupils, which is always safe and secure.
- To encourage each pupil to be responsible for his/her own behaviour.
- To encourage respect and consideration.
- To make parents aware of the school policy regarding behaviour management and to promote equal expectations for home and school.
- To work in partnership with parents to maintain good standards of behaviour.
- To incorporate the Mayfield Golden Rules as updated in September 2017
- To modify pupils' unacceptable behaviour.

Objectives

To provide a safe environment

- Pupils should walk not run inside school keeping to the left on stairs and in corridors. The children from Transition up to LIII are motivated by the sweetie jar initiative.
 - Sensible and controlled behaviour is expected before, during and after school.
 - Pupils must be supervised to and from the playground by a member of staff.
 - Pupils should be aware of places that are only accessible with adult supervision.
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- Staff should emphasise the correct use of all school equipment and the importance of tidiness and organisation of self.
- Pupils should be familiar with the Golden Rules at Mayfield to safeguard themselves and other children.

To work in partnership with parents to maintain good standards of behaviour

- Staff will meet with parents by appointment to agree action plans in cases where behaviour is unacceptable

To modify unacceptable behaviour

- Each Form will establish a clear code for acceptable behaviour, bearing in mind Mayfield's Golden Rules and the classroom rules.
- Identify and praise positive behaviour. Courtesy, helpfulness, consideration for others, support for staff/younger pupils, effort and commitment.
- Avoid confrontation but never ignore bad behaviour.
- Make the pupils aware of the sanctions that may result as a consequence of unacceptable behaviour.

To promote self esteem

- Value every pupil's contribution
- Be sensitive to the needs of individual pupils.
- Praise a pupil's positive efforts and reward where appropriate.
- Communicate the pupil's efforts to others eg. Parents, pupils, staff.
- Encourage and develop co-operation, independence and responsibility for their own learning.

To encourage a positive approach

- Regular staff discussion with Head and other staff on individual pupils to establish a joint and consistent approach.
- Endeavour to praise a pupil rather than to punish.
- Pupils and staff will cooperate to establish a Whole School Code of Conduct, which pupils need to adhere to and which will help to foster a positive environment of good behaviour within the school.

Strategies to achieve the objectives

Staff should:



- Discuss School Rules, morals and Class Rules in Assemblies, PSD/RE or Form Time
- Provide good role models and dress appropriately, so that they set a good example for the children to follow.
- Adopt a consistent approach to manage inappropriate behaviour
- Share appropriate expectations of pupils' behaviour
- Liaise with parents/carers when necessary
- Seek advice from other agencies should the need arise
- Raise awareness of the effects our behaviour has upon others
- Encourage self-respect in addition to respect for others
- In Lower School, 'Good to be green' behaviour scheme provides a framework for good behaviour with rewards and sanctions.

Rewards

Rewards, both verbal and written, should be given where appropriate for positive behaviour.

Rewards Available

- Immediate praise of pleasing behaviour.
- A smile or positive action.
- Tangible rewards: commendation stickers, house merits, badges, certificates, special mentions in assemblies, having special responsibility within class or school.
- Personal reporting of positive behaviour to Head of Pastoral Care /Deputy Head/Head for praise/encouragement.
- Helping a member of staff with activity outside the classroom – eg computers, P.E./games, library, music etc.
- Public recognition of positive behaviour/achievement, house merits, praise in front of peers/whole school, special mention badges, certificates and termly House Cup.
- Removal of a sanction when acceptable behaviour has been established.
- 'Good to be green' in Lower School, pupils have a green card
- Pastoral trees in the classroom to highlight good manners and behaviour.

Support for Positive Behaviour

- Each form to discuss and set 3 or 4 rules for their form which address their particular concerns. These to be displayed in form room to encourage corporate responsibility and co-operation.
- Suggestions made at School Council meetings which encourage good behaviour.
- House meetings (1/2 termly), led by LIII (Year 6) House Captains, under guidance of Staff Heads of House and other members of staff.
- Praise and reprimands reinforced at meetings to encourage house loyalty and support.
- House competitions/festivals in music, sport, speech etc.
- Monitors in LIII to look out for good behaviour from their allocated classes.



Managing Pupils' Transition

When new pupils join the school, the Head of Pastoral Care will ensure that the pupil and parents are aware of the school rules and expectations of behaviour for pupils at Mayfield Preparatory School. It will usually be delegated to the Form Teacher to manage the successful induction of new pupils into the school.

Sanctions

Before any sanction is applied a pupil must be aware of what is considered to be inappropriate behaviour and the sanctions that may apply.

Sanctions Available

- Reprimand by form teacher and a reminder of school rules.
- A De-merit can be given to a pupil for bad behaviour
- A member of staff will discuss a pupil's behaviour with parents/carers.
- Refer to Head of Pastoral Care, who will discuss inappropriate behaviour with the pupil and may discuss it with parents/carers
- The pupil's Form Teacher will always be informed of any sanctions applied to a pupil in their form.
- Reprimand by Head of Pastoral Care /Deputy Head/Head and removal of privileges or break-times for a period agreed with Head.
- Tidy up or repair to property where appropriate.
- Weekly diary informing parent of behaviour and attitude over a specified period.
- Letter to parents requesting support: meeting of Head, Deputy Head, Form Teacher and parent(s) where deemed appropriate.
- Withdrawal from situation for stated period if above sanctions are not effective. (see Discipline, Sanctions and Exclusions Policy for further details)
- 'Good to be green' in Lower School, a repeated offence means a pupil has an orange Warning card. Another offence on the same day results in a Red card which is discussed with the pupils' parent/guardian.

Disciplinary action against pupils who are found to have made malicious accusations against staff

Pupils that are found to have made malicious allegations are likely to have breached the school Behaviour Policy. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion or referral to the police.



Corporal Punishment

No corporal punishment of any sort will be administered or threatened to a pupil during any activity, whether or not within the school premises. This prohibition applies to all members of staff, including those who are acting *in loco parentis*, such as unpaid, volunteer supervisors.

Staff Use of Reasonable Force

The Education and Inspections Act 2006 introduced a statutory right for school staff to use “such force as is reasonable in the circumstances” to prevent a pupil from:

- Committing an offence or engaging in conduct that could be an offence;
- Causing injury to themselves or others;
- Damaging property;
- Prejudicing good order and discipline at the school.

This power applies where the pupil is on school premises or any other place where the pupil is in the lawful control or charge of the school staff member. This would include school trips.

All incidents involving the use of physical intervention should be recorded in writing and reported immediately to the Designated Senior Person for Child Protection/Headmaster who will decide what action to take and inform the parents of the child on the same day or as soon as reasonably practicable.

Behaviour Policy For Before and After-School Clubs

The Aims, Objectives, Rewards and Sanctions outlined above also apply to After School Clubs.

Furthermore, the After-School Club rules will be negotiated with the pupils at the beginning of the school year and clearly displayed on the notice board. Pupils will be actively involved in identifying what behaviour is acceptable and why. All new pupils will be made aware of the club rules and will be linked to a more confident existing group member who will act as a mentor.

If a pupil’s behaviour is considered unacceptable a member of staff will take the pupil to one side, explain why the behaviour is unacceptable and what the consequences of their actions might be. If the behaviour continues or is in any way endangering other pupils or staff in the group the Head must be informed. Parents will be informed and the details of the incident recorded, including any sanctions. Any future action will be agreed with the parents.

If after informing the pupil’s parents the unacceptable behaviour continues or worsens the Head will inform the Governors. A decision will then be made as to the exclusion of the pupil from the club.



Behaviour Management in the Early Years Foundation Stage

The Aims, Objectives, Rewards and Sanctions outlined above also apply to Early Years Foundation Stage, where our approach to behaviour management is a positive one.

Children's good behaviour is acknowledged, praised and rewarded through the Sticker reward scheme, Golden time in Nursery, and the school House Merit system and in Kindergarten (Reception).

A child who behaves in an inappropriate manner will be supported by his/her key worker and the rest of the staff to understand the consequences of his/her behaviour.

In Pre-Nursery, children have their own **sticker book**. This book goes home every day and stickers are put into it with a comment on how they have been earned.

In Nursery and Kindergarten, there is the **Reward Rocket**. The children all start at the same point on a Monday morning and they go up the rocket by following Nursery and Kindergarten Rules. They can also go down the rocket if they do not follow the rules! On a Friday in Nursery, there is a **celebration assembly** where the keyworkers say something positive about each of their key children, look at the rocket and see where everyone is. **'Golden Time'** is awarded to everyone who is above the green level.

Recurring behavioural issues will be discussed with parents/carers and referred to Bev Higgins, who is responsible for behaviour management in the Early Years Foundation Stage. Where necessary a behaviour plan will be put into place to support and manage the child's development in this area.

Special Educational Needs and/or Disabilities

Where a tendency to physical abuse of others is part of a disability (eg an autistic child who lashes out at care staff), such a pupil has the usual degree of protection afforded by the Equality Act, namely the school will make reasonable adjustments to avoid putting them at a substantial disadvantage, eg adjustments to the Behaviour Policy and to avoid the behaviours arising (eg de-escalation strategies, supervision, staff training).

Reviewed on : January 2020

Review Date : January 2023

Head Teacher : Matthew Draper

Chair of Governors : June Aubrook

